

School Activities



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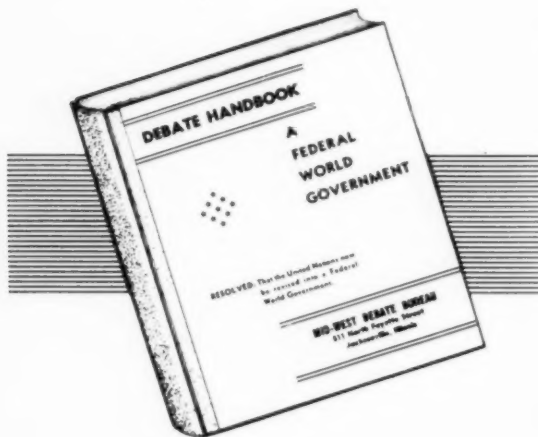


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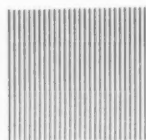


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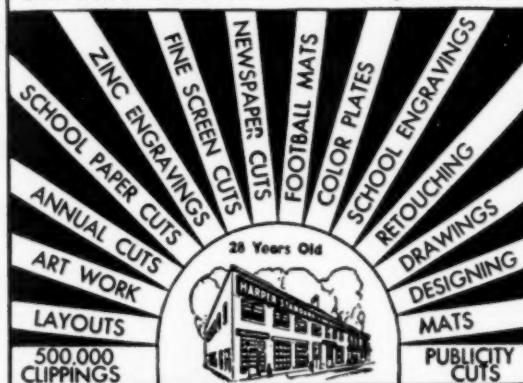
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School Activities

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As the Editor Sees It



We are afraid that often sincere and conscientious promoters of a student council conference have a misconception of its purpose, apparently believing that its main aim is to educate the delegates. This is an illogical idea. The main purpose of such a convention is to promote the development of better citizenship in the schools back home through a proper instruction and inspiration of the delegates. Unless the school itself benefits, participation in a conference would be hard to justify.

Similarly, the main purpose of a student council organization within the school is not to train the few students who compose it but rather to educate the many students who elect and cooperate with it.

Among other things, the faculty-committee report on fraternities in Cleveland high schools condemns these organizations as "inciters of prejudice in matters of race, religion, and economic status" and calls them "sources of heart aches among students." Further, it states that "school authorities have been reduced to the absurd position of having to court the support of these exclusive groups to assure the success of a school-wide social event." The Board of Education is now studying this report and considering its recommendations that these high school fraternities be definitely banned.

Spring and summer student trips and tours promise to be more numerous and extensive than ever. Hence, it would be a good plan to work out the details of reservations early. Not only does the early bird catch the worm but also the early trip-promoter catches the sleeping quarters.

Perhaps influenced by newspaper and magazine selection of the "Football Coach (player, actor, musician, mother, etc.) of the Year," colleges increasingly are selecting and honoring the "Alumnus of the Year." This is an activity which the high schools could well initiate, organize, and promote. The appropriate activities

—assembly program, reception, dinner, hanging of the portrait in the school's "Hall of Fame," etc. make it an excellent school-community event. Why not try it?

Six years ago the Newark, New Jersey, schools sponsored the organization and development of an "Alumni Chorus." Since then this group has presented 55 programs. The Board of Education pays most of the expense. Each member contributes 50 cents a month and provides his own music.

More than 200,000 poems are submitted each year by students for possible inclusion in the Annual Anthology of High School Poetry, published by the National High School Poetry Association. Amazing!

In some states the school law requires that all student activity funds be handled by the Board of Education, on the basis that such funds are the property of the school district and so are subject to the same routines and procedures as taxation revenues. However, even in some of these states the students and faculty members handle the funds without complaint.

Following a recent Superior Court ruling in Pennsylvania that admission, membership, and other fees, class assessments, sales of merchandise, newspapers, year-books, etc., represent school district income, proponents of student-teacher handling are introducing the necessary bills to make this procedure legal.

"The last to come in, the first to go out," tells the story of the near-disappearance of courses in extra-curricular activities during the war. These courses are now back again, stronger than ever. And they are popular too. (Last summer publishers were caught short on textbooks).

A good course in this field is attractive to most teachers because it not only covers a wide variety of interesting subjects, but also allows for individual specialization. Maybe an idea for your summer session?

What Price Advisership?

OUR American High School system has been producing student publications for a long, long time, but in the earlier days supervision was in many instances very lax.

With the great increase in school population following World War I, there was a great increase in the number of student publications. Formation of local, regional, state, and national student press associations in that general period led to an ever-improved product under much more formal and widespread faculty supervision.

Today, country-wide, the newspaper is overwhelmingly predominant, and almost every school seems to be able to produce some kind of publication — printed, mimeographed, lithographed, or made by some other process. Literary magazines, except in some very large schools, are comparatively rare, but schools of almost every level make an attempt at some sort of graduating class book.

The Place of the Adviser

All these journalistic enterprises, costing much time, effort, and money, are beyond the unguided skill and ability of students, even at the high school level. The "know how" has to be provided by some sort of faculty supervision.

Surprisingly enough, however, this highly technical work is far too often assigned to any teacher who seems to be willing to accept the assignment or too new or too weak to resist appointment to the job. Too often the task is piled on top of a full, regular teaching schedule. It is often given to a person who has not had a single day of preparation for the work. In fairness, it must be noted, however, that numerous school systems recognize the value of the work done by the adviser.

There seems to be nothing approaching uniformity in the consideration given publication advisers throughout the country, and often within the same legal school jurisdiction, it is largely a matter of individual bargaining on the part of the adviser. This is largely caused by the fact that administrators have not nationally defined the place and agreed upon compensation for the so-called "extra-curricular" activities.

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The Questionnaire

In order to get a sampling of the conditions under which advisers work, the Columbia Scholastic Press Advisers Association, in the spring of 1947, sent out a questionnaire to a large number of advisers throughout the country at various educational levels, asking replies to five general questions involved in the work of producing student publications and the compensation (roster or financial) received.

In all, 287 replies were received from 33 states, Alaska, and the District of Columbia, scattering to be sure, but indicative of the comments most often heard at school press conventions.

Of the elementary school advisers replying, not one received financial compensation, but about half stated that some slight roster compensation is given.

Of the junior high advisers, only one receives financial compensation (\$100 a term), while slightly more than half receive roster compensation to the extent of one less class per day than the regular teaching load.

Of 228 senior high school advisers, 92 state that advisership is part of the regular teaching load; 113 say it is extra, and 17 report some kind of combination. Only 27 who replied get financial compensation; the other 197 receive none. A total of 106 receive some form of school duty compensation, but 80 receive no compensation of any kind. For only eight persons is advisership of the publication specifically written into the contract, but those whose major subject is journalism are expected to sponsor the publication as part of the regular job.

The amount of money paid specifically for sponsoring the publication ranges from \$50 to \$250 a year, with several getting \$100 or \$200 a year and only two receiving \$250.

Many senior high school advisers comment on the amounts paid to the various coaches of athletics and present reasons

why publication advisers should be compensated.

At the teachers' college level, not one receives compensation for publication work, although one is director of publicity and is paid in that capacity. About two-thirds report a reduction in teaching load. Only one person indicated a contract covering advisership specifically.

(At this point, the booklet published by the Association on the subject carries several pages of quoted comments from advisers at all educational levels, but they are too lengthy to be summarized here. Suffice it to say that practically all shades of opinion were expressed, with the great majority desiring some form of compensation, with those favoring roster consideration about equally balanced by those who want money payment.)

There is no one, single answer to the problem, as advisers are not in agreement as to what they want or should have. Some want money (how much?); some want roster compensation; some few are willing to do the job on top of a full day's work.

The problem is evidently different at different school levels. Elementary school teachers cannot, of course, expect as much of their staffs as can the advisers of senior high school publications.

It is also different for varying types of publication. Work on a school newspaper is different from that on a school annual or senior record book and from work on different types of magazines.

An adviser of a four-column newspaper appearing monthly cannot expect the same kind of consideration as that given to the adviser of a seven-column weekly. One less class per week for each would be most obviously unfair.

The problems of a person who handles news, business, and art are not the same as those of the person who does only one of the three. The adviser who has the opportunity to train the staff in one or more terms of journalism does not have the same problems as the person who has to "pick a staff out of the air," with competition from athletics, music, dramatics, and the like that take the time of the limited number of usable students in the small high school.

Another point to be considered is the size of the staff with which the adviser works. A great many school newspapers

carry a staff of 30 news staff members, with a business staff, plus home room representatives for news or business or both.

Very few of those questioned mention another very pertinent point — the training of the adviser prior to appointment to work on the publication. It would seem that far too many publication advisers have not had a single course in college in actual preparation for work with a school publication. Most are English majors, to be sure, but this training does not qualify them to handle the many technicalities of producing a publication of top-notch quality. However, it would seem that an increasingly large number of teachers are hired as teachers of journalism, although there are many schools in which this is not the case.

Publication advisers, as indicated earlier, always make much of the fact that many athletic coaches are paid for after-school work while they are not. Athletic coaches do not have much opportunity to train a varsity team in gym periods, and general athletic ability does not familiarize a boy with the technicalities of high school varsity sports. Neither does general English ability enable a student to produce good newspaper copy, to write good headlines, nor to produce good page make-up. Additional training is needed by the athlete — and by the seriously minded journalist. If the athletic coach is given additional compensation, why should the journalistic "coach" not receive similar consideration? Publication advisers have perhaps been remiss in not calling more attention to the great values of their activity for the entire school, for the surrounding community as a long-term proposition in youth training, and for good community relations.

The publication adviser is at a great disadvantage in being a lone worker within his field within his school. At best there are only a very small number of publication advisers per school (frequently only one), and requests for consideration can often be very quickly brushed aside. However, if all those who are involved in sponsoring so-called extra-curricular activities can band together, it may be possible to arrive at a better understanding of the attitude of the school administration toward the entire problem within that

(Continued on page 154)

Creative Assembly Activities

SCHOOL assembly must be thought of in terms of the total educational program of the school. As such, it must have educational value, be conducive to constructive moral and ethical development, and embody the best and most dynamic social viewpoints of the particular school. There is no other single school activity that can so adequately summarize the social attitudes, school-student problems, and daily interrelation of principal, faculty, and student body, as does a functional school assembly.

Current school practices belie the above statement. In many schools today, too many assemblies are haphazardly planned, inadequately sponsored, inadequately produced, and do not represent administrator-teacher-student cooperative planning.

On the positive side, the values that can be derived from assembly activities which are cooperatively planned can be summarized as follows: The assembly activity can be informal and informative and present a distinct phase of human knowledge. It can be designed so that it may provide for students, who live in a complex society and who are both emotionally and physically confused, by creating a spiritual and ennobling influence, either through a dramatization of their own peculiar and individual problems or through a pageant illustrating their common problems, weaknesses, and strengths.

The assembly activity may be used as a possible motivation for constructive curriculum planning, individual class projects, and individual activity expressions of student creative ability and latent talents.

The assembly activity can be a teaching device which can be sharp and decisive and can demonstrate to an entire school body those desirable qualities of good citizenship which make for a harmonious school existence.

A factor that is commonly overlooked in assembly activity planning is that its greatest value to the student lies in the process of preparation. The secondary value of such preparation is for the students who are part of the assembly activity as spectators. Whenever possible, stud-

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ent evaluation of assembly activities makes them participants in the experience. This student evaluation can act as a guide for further development of similar assembly activities which do not satisfy nor fulfill their student function. The concomitant value of this process of assembly activity development lies in student cooperation, group loyalty, self-confidence, self-expression, and the organization ability which results.

It must be understood that no assembly activity is of value unless an audience is there to participate in the experience. Audience value and audience instruction can be gained through the opportunity it gives the spectators to practice and acquire good habits of social behavior. Often, social pressure can be brought upon an audience which will help individual students to learn the rudiments of courtesy to the performers and to the rest of the audience. Audience participation should demonstrate the type of learning where the student can develop finer kinds of behaviors and can make social reciprocity of desirable behaviors a part of the assembly program itself.

The feeling of unity and common effort between performers and spectators can be built up through functional assembly activities. Such things as proper care of the building, proper care of programs, and assisting with lighting, backdrop painting and ushering is of real value to the social development of students.

From the viewpoint of developing student opinion, the assembly program can be a fulcrum from which controversial problems can be developed and analyzed. Decisions and recommendations can be brought forth and made public as a result of assembly activities whose objective is to develop good citizenship in thinking and good citizenship participation.

There is as much variety in the specific materials which go into the making of an assembly activity as there is in the pupil

experiences and pupil problems in the school. Hence, in guiding the assembly activity policy of the school, an assembly committee consisting of delegated faculty advisors and elected student representatives should be formed. It is the responsibility of this assembly activity committee to encourage productions arising from the active interests of the students. Artificial and showy assembly activities should be discouraged as they do not contribute to the general educational development of the school nor to the additive experience of the students.

Outside talent should be employed only in those cases where students cannot adequately perform the same duties. School personnel are cautioned in their use of outside programs. Only those programs should be used that come highly recommended or that have established status in the education field. It is not sufficient that they be recreational in nature, but they should contribute distinctly and constructively to the experiences of the students in a supplementary fashion. Outside programs should come under the consideration of the assembly activity committee in the same way that student-developed programs do. A few rudimentary committees follow: (a) The assembly program should have universality of appeal. (b) It should be interesting. (c) It should answer a definite need of the students. (d) It should stimulate the imagination of the students. (e) It should create ideals. (f) It should have spiritual value. (g) It should create greater social understanding. (h) It should create greater understanding of the individual. (i) It should present social problems in which a student finds himself. (j) It should challenge the student's best thinking and best moral behavior. (k) It should be emotionally satisfying. (l) It should not create fears, prejudices, maladjustments, or social or religious misunderstandings.

No single individual should be burdened with too much assembly activity participation. It is better that many contribute to the presentation. Division of labor should be carefully selected in terms of the nature of the individual assembly activity.

Assembly activities should be rated according to the maturity of the individual group that will participate in it, both as

performers and as spectators. It is advised that homogeneous audiences be selected for individual presentations so that assembly activities can be made more effective.

Rarely should the assembly activity be less than fifteen minutes in length or longer than an hour. It is common practice that an assembly program be given each week. However, this can be made elastic and flexible to the needs of the particular school, its curriculum, and the groups concerned.

It is advisable that the assembly program schedule be developed early in the year, after a survey has been made of the needs and interests of the student body and faculty. Sponsorship and responsibility for individual assembly programs should be given early in the year so that individual teacher and student sponsors may be aware of their duties and can prepare for them.

It is recommended that a period of from seven to ten days be the maximum time for preparation of an individual assembly activity, unless it is of an unusual nature and affords unusual opportunities for student participation, or presents particular problems of production. It is best, however, that no longer period of rehearsal be needed.

The degree of dramatic finish expected for an assembly activity before presentation varies with the sponsor, with the cast, and with the particular program. Perhaps a reasonable finish to any particular assembly activity may be stated as one in which the participants are clearly heard in the rear of the auditorium, in which they maintain proper poise, proper pronunciation, and a live cadence in delivery.

For the usual school situation, assembly activities may be divided into these four categories:

1. Inspirational assemblies
 - (a) Alumni days
 - (b) Patriotic Day
 - (c) Mother's Day, Father's Day, Thanksgiving, Christmas, etc.
 - (d) Exhibit days: arts, class works
 - (e) Discussions by administrators, sponsors, ministers, lecturers, or outstanding personalities in the community
2. Instructive or informational as-

sembly activities

- (a) Election and installation of school officers
 - (b) Club activities
 - (c) Awarding of honors and insignia
 - (d) Demonstrations
 - (e) Health
 - (f) Morals and manners
 - (g) Educational pictures
 - (h) Pep meetings
 - (i) Publications
3. Recreational activities
- (a) Music by visiting artists or students
 - (b) Community singing
 - (c) Glee club
 - (d) Orchestra
 - (e) Various stunt programs
 - (f) Cartoonists
 - (g) Lectures
 - (h) Radio broadcasts
 - (i) Motion pictures
 - (j) Vaudeville
 - (k) Readings
 - (l) Impersonations
 - (m) Visiting play groups or monologuists
4. Administrative assemblies
- (a) Discussion of school plans
 - (b) Discussion of school rules and regulations
 - (c) Handbook seminars
 - (d) Orientation programs for new students

Eitor's Note: Dr. Flaum's "Principles for Developing Creative Assembly Programs" will follow next month.

Miami Edison's History Club

RAY ADKINS

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Herodotus, "Father of History," we believe, would be quite pleased with the activities of a group of Miami-Edison pupils in 1948. For the avowed purpose of gaining and sharing knowledge of history, the History Club was organized. Here is its rather unique plan:

Two houses, First, the Chamber of Deputies of the World; Second, The House of Representatives of Florida

Each division of three areas—the world areas—Europe, Africa, Western Hemisphere, Russia and Asia. Florida areas are: historical Florida; Natural History of Florida; and Present-day Florida. The theme for the year is "Know your State—Florida." Each member of the club is a member of both the World and Florida divisions, each chose which area in which he desired to study. The programs are planned to have three twenty minute reports at each meeting—one report from an area of the world history and one report from one area in Florida, and one report on current events.

An interesting feature of the club is the different sections of the United States and European countries represented. Austria, Hungary, Denmark, Sweden and Scotland are European countries represented, and Venezuela reports for South America. Several interesting talks by representatives of these countries have been given during the year.

One member who speaks Russian gave an illustrated talk on Russia, using real photographs shown with the opaque projector.

On another program of unusual interest was a talk on natural history of Florida. The speaker exhibited live snakes of different kinds.

One project which the club is now working on is collecting school magazines and papers to send to Germany through the National Association of Journalism Directors.

The social side has not been neglected by the club. Here again Herodotus comes to mind. He always noticed the interesting little incidents that made history more than a list of facts. One of the most enjoyable events of the past year was a yacht trip on beautiful Biscayne Bay, Indian River, and Government Cut. A member was host to the club. On this trip we had close up views of the homes on "Millionaire Row". Among the beautiful homes are those of Fred Snite, Hetty Greene's son, McFadden, Firestone, and others.

The club has been honored with invitations to two meetings of the Florida Historical Association.

Especial interest is centered on a fuller realization of our theme, "Know Florida" for next year.

Class Jewelry in High School

A COMMON custom in high schools is that of having class rings or pins. Is this a worthy custom? Can it be justified in light of the experiences and opinions of high-school students after they have graduated? Is its continuance fostered by the desires of the students, or is it fostered by the efforts of the jewelry manufacturers and salesmen? An effort to learn the answers to the first two of these questions is reported in this article.

Information pertinent to the questions in point was obtained principally by the personal-interview procedure from 760 high-school graduates. These graduates were from 173 different high schools, most of which were located in Indiana. Nearly all the high schools were public schools. As many as 90 graduates were from a single high school, but 112 schools had only one representative each among the graduates interviewed. Eleven high schools had 20 or more representatives each among the graduates interviewed, and 15 had from 10 to 20. The sex division of the interviewees was 374 girls and 386 boys. The race division was 687 whites and 73 Negroes. Only an inconsiderable number of the graduates were of recent foreign extraction. Most of the graduates were in relatively recent classes. The distribution of graduates by recency of graduation was as follows: 0 to 3 years earlier, 248; 4 to 6 years, 206; 7 to 9 years, 126; 10 to 12 years, 57; 13 to 15 years, 60; 16 to 18 years, 27; 19 to 21 years, 13; 22 to 24 years, 7; 25 or more years, 12; recency not learned, 4. The interviewees were distributed among some forty occupations. The most common occupational groups represented were: teachers, 281; college students, 129; housewives or housekeepers, 54; merchants, salesmen, and retail clerks, 39; book keepers, stenographers, and other office employees, 32; farmers, 29; nurses, 13. There was no significant difference in the information obtained from graduates engaged in the different leading occupations, however, so no further attention is given in this report to occupations.

The pertinent information was obtained from the graduates by asking them nine questions. These questions and the dis-

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tributions of replies to them are presented consecutively below. Only the major findings, without tedious details, are reported.

Question 1. Is it a regular custom in your high school to buy class jewelry? It seems that it is a regular custom in most schools. The answers to this question were: yes, 666; no, 85; not answered or not known, 9.

Question 2. Did you buy a ring or a pin? Rings, 458; pins, 99; both rings and pins, 12; fob, 1; none, 186; not answered, 4. Approximately one third of the Negroes did not buy, and approximately one fourth of the graduates as a whole did not buy.

Question 3. Why did you buy? Wanted to, 332; to conform to class action, 195; for souvenir, 5; succumbed to salesmanship, 2; for style, 1; girl gave him one, 1; collecting instinct, 1; liked display, 1; father wanted her to, 1; a fad, 1; didn't have a good ring before, 1; unanswered, 229. The sex differences in reply to this question were quite marked. One hundred ninety-five girls bought because they wanted to and 75 bought simply to conform to class action, whereas 127 boys bought because of desire and 120 bought so as to conform. Race differences were noticeable also. Sixty-nine per cent of the Negroes who bought did so because of desire, while only 56 per cent of all students who bought did so for that reason, and 22 per cent of the Negroes bought to conform, while 34 per cent of all did so. This shows that girls more than boys and Negroes more than whites had a desire for class jewelry.

Question 4. If you did not buy, why? Was not interested or did not want to, 55; financially unable, 46; it was not the custom for the class to buy, 40; did not like the design selected, 7; did not favor the practice, or did not care for jewelry, 4; class could not agree, 3; not worth the cost, 3; not in school long enough before graduating, 1; did not expect to graduate, 1;

1 Sixteen graduate students at Indiana State Teachers College gathered the data of this survey.

parent objected, 1; unanswered, 599. There was no significant sex difference in reply to Question 4, but the race differences were considerable. About four-fifths of the Negroes who did not buy gave financial inability as their reason, while only about one fourth of all graduates interviewed and who did not buy gave that reason.

Question 5. Where did you get the money to buy your class jewelry? Well over half of the students who bought obtained the money from their parents. The different sources and their frequency were: parents, 347; earned, 150; gift, 37; allowance, 26; class fund, 4; interest on bank account, 1; from a friend, 1; not answered 194. It is probable that most of the money in "gifts" and "allowances" also came from parents. The sex differences in regard to sources of money were marked. Of the 347 who obtained the money from their parents, 215 were girls and 132 were boys; of the 150 who earned their money, 35 were girls and 115 were boys; of the 37 who had the money given them, 30 were girls and 7 were boys. It is significant to recall in connection with the sex differences shown here that the boys were less anxious to buy than the girls.

Question 6. Do you still have your class jewelry? Yes, 414; no, 152; don't know, 3; unanswered, 191. Sex differences again were found. Two hundred twenty-seven girls still had their class jewelry and 67 did not, while 187 boys did and 85 did not. Also, the proportion of Negroes who still had their high-school class jewelry was somewhat larger than for all the group who bought. There is no decided evidence that larger proportions of students who graduated within recent years still had their jewelry than of students who graduated longer ago.

Question 7. If you still have your jewelry how often do you wear it? Constantly, daily, or regularly, 207; often, or frequently, 50; seldom, or occasionally, 48; unanswered, 455. Appreciable sex and race differences were apparent here. The proportion of girls who still wore their class jewelry at all was slightly greater than of the boys, and the proportion of Negroes who still wore theirs was noticeably greater than that of the group as a whole. Also, there was a slight indication

that graduates of the more recent classes wore their class jewelry more extensively than those of former years.

Question 8. Do you favor class jewelry for high-school students? Yes, 493; no, 239; don't know, 2; yes for large schools but no for small, because it is less noticeable in a large school when some do not buy, 1; not answered, 25. As in reply to a number of other questions in this survey, the boys indicated less interest. In reply to Question 8, 274 girls were favorable and 94 were not, while 219 boys were favorable and 145 were not. In like manner, and as in previous questions, Negroes were found to be more favorable than whites. The ratio of Negroes favoring the custom to those not, as shown in reply to Question 8, was more than 6 to 1, whereas the corresponding ratio for all graduates interviewed was only a little more than 2 to 1.

Question 9. Would you buy class jewelry in high school if you were living your life over? The answers to this question closely paralleled those to the preceding one, and the same sex and race differences were revealed. The answers were: yes, 498; no, 208; don't know, 2; yes, if less expensive, 1; yes, if design agreeable, 1; not answered, 50. Of the 498 who said they would buy again, 279 were girls and 219 were boys. Of the 208 who said they would not buy again, 81 were girls and 127 were boys. The ratio of Negroes who would buy again to those who would not was exactly the same as in reply to Question 8, a little better than 6 to 1, and the corresponding ratio for all graduates interviewed (760) was only $2\frac{1}{2}$ to 1.

An analysis of the answers given by the high-school graduates to the nine questions of this survey warrants the following conclusions.

1. It is a regular custom in most of the high schools represented by these graduates to have class jewelry.

2. Approximately three fourths of the graduates interviewed bought class jewelry. Rings were the form most commonly bought.

3. The ratio of those who bought through desire to those who bought for the sake of conformity was a little better than 3 to 2.

4. The principal reason for people's not buying when their classes did so were lack of interest and financial inability.

5. Most of the students obtained the money to buy their class jewelry from their parents, but a little over one fourth of those who bought earned the money themselves.

6. Less than three fourths of those who bought class jewelry indicated they still had it.

7. Only a little over half of those who bought class jewelry still wear it, and only a little more than one third of those who bought still wear it regularly. Graduates in more remote years tend to wear their class jewelry less than those of more recent years.

8. Almost two thirds of the total number of high-school graduates interviewed expressed a favorable attitude toward class jewelry, and about an equal number said they would buy it if they were living their lives over. This proportion is somewhat less than the proportion who bought jewelry in the first place, which fact indicates in a way a less favorable attitude toward the practice among the graduates now than they had toward it when they were still in high school.

9. The sex differences revealed in regard to experiences and attitudes toward high-school class jewelry constitute one of the major findings of this investigation. The practice is noticeably more popular among the girls than among the boys. The girls bought more because of desire than did the boys, and the boys bought more for the sake of conformity than did the girls. Boys were decidedly more self-reliant in buying, the girls depending more upon their parents for the money. The girls still have their class jewelry in noticeably larger proportions than boys, and they wear it in somewhat larger proportions also. Also, the number of girls who still favor the practice of having class jewelry in high school and who state that they would buy class jewelry in high school if they were living their lives over is noticeably higher than the number of boys who expressed such attitudes.

10. Race differences revealed in this survey are equally significant. Class jewelry seems to be a Negro specialty. Negroes did not buy class jewelry in as large proportions as did whites because of greater financial inability, but when they bought it they did so more through desire. The Negroes still have their class jewelry in larger proportions than do

whites, and they wear it in even still larger proportions than do the whites. The proportion of Negroes voting favorably toward the practice and the proportion stating that they would buy if living their lives over is greater, markedly so in each instance, than with the whites.

11. It has not been shown previously in the report, but the answers to the various questions showed a greater popularity of class jewelry among the graduates of country high schools than among city high schools.

12. On the whole, the attitude of the high-school graduates interviewed seemed to favor the practice of having class jewelry in high school, but the practice stands in especially good favor with girls, Negroes, and rurals. It would be well to see what the result would be in regard to this practice if salesmen remained away from the high-school buildings.

WHAT PRICE ADVISERSHIP?

(Continued from page 148)

school system. At least, a clear understanding can be obtained as to what constitutes a just teacher load and what compensation can be given to those who are expected to do these extras. Sponsors of these activities can, as a rule, make great progress toward reduced teacher load or financial compensation when the entire extra-curricular program is reviewed as a whole rather than piecemeal according to the wish of any one individual.

Very definitely, and just about unanimously, publication advisers are agreed that theirs is one of the most time-and-energy-consuming activities within the realm of the advisers of such activities and that some form of compensation should be given as part of that work, whether in money payments or reduced teaching load.

If therefore, equal opportunity no longer lies in the curriculum alone, but also in the wider functions cast on the school by the conditions of modern life, the commands of Democracy extend to these functions as well. Teachers are necessary who will give to youth through the curriculum or *beyond it*, opportunities which make for completeness of life. Improvement in teaching will depend on this wider vision of the function of the true teacher.

Paraphrased from the Harvard report on *General Education in a Free Society*

Planning the Negative Rebuttal

RESOLVED: That the United Nations
Now Be Revised Into A
Federal World Govern-
ment.

No debate subject can be said to be an excellent choice unless it grows in public interest as the season progresses. The situation is really ideal when the public interest in the subject increases to such a point that a final disposition of the problem will be made shortly after the close of the debate season. This debate question seems to be of the ideal type. Conditions throughout the world have now reached a point where we can expect a rather early decision regarding the establishment of a Federal World Government.

During the last few months we have witnessed the growing tension between Russia, on the one hand, and the United States and the Western European powers, on the other. This struggle is becoming so apparent that many people are beginning to wonder if it will not cause the United Nations to cease to function effectively as a world organization. The open hostility which now exists in the United Nations leads many international leaders to feel that some change in world organization must be made now. The members of the affirmative team say that the change that is needed is the immediate establishment of a Federal World Government.

While it is true that the Federal World Government plan has its adherents, it cannot be said that it has a large enough following to warrant its adoption at this time. In fact most of the leading thinkers on the international scene feel that it would be impractical, or even impossible, to attempt to establish such a system now. Thus, even if the affirmative debater could establish the need for the formation of a Federal World Government, he will find it almost impossible to prove that the action should come now through the reformation of the existing United Nations.

One of the strongest arguments for the members of the negative team lies in the fact that the people of the United States are not ready to adopt such a system at

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the present time. They have vague ideas that we do need some type of world organization, but they do not know what type of world system will work. Above everything else they do not feel that it would be wise to attempt to adopt such a system with the great amount of haste that seems to be necessary according to the wording of the question.

HOW CHANGES IN CONDITIONS ALTER NEGATIVE REBUTTAL PLANS

When preparing materials for rebuttal speeches the members of the negative team should take advantage of all recent changes in the international situation. The very fact that Russia is demanding that the United States destroy all of her atomic bombs while Russia continues to refuse to submit to international inspection of her atomic weapons indicates that Russia is not ready for a Federal World Government. The negative should make much of this attitude of Russia.

The recent spy investigations in Washington also indicate that there was a widespread activity on the part of certain foreign countries in the internal affairs of this nation. This espionage was conducted even before the war. When such a condition exists, it becomes apparent that the nations of the world are not ready to trust one another enough to form a Federal World Government. This recent development will aid the negative in the preparation of its rebuttal speeches.

MAJOR POINTS OF STRENGTH FOR THE NEGATIVE IN REBUTTAL

If the negative wishes to prepare a set of rebuttal arguments that will be of value to them in practically every debate upon this subject, the following important points should be considered. The negative debater should not only know about each of these points, but should have arguments prepared for use in the rebuttal section of the debate that will make the most use possible of these items of negative strength.

THE AMERICAN PEOPLE WILL
NOT SURRENDER THEIR SOVER-

EIGHTY.—One of the strongest arguments that the negative can present in opposing the formation of a Federal World Government is that the people of this country would surrender their sovereignty under it. No longer would the government of the United States be supreme over our territory. The people of the United States would be governed by the wishes of the representatives of other countries. The people of the United States have long cherished their freedom and their independence of action. The average American citizen will not be willing to surrender his sovereignty as an American citizen to become a citizen of the world.

ONCE A WORLD GOVERNMENT IS FORMED, PEOPLE CANNOT CHANGE THEIR MINDS—This step that has been proposed by the affirmative is an action that must be taken with extreme care. Once a Federal World Government is created, the member nations cannot withdraw as they did from the old League of Nations. The world government will be more like the government of the United States. Once the states subscribed to the Constitution of the United States, they were forever bound to membership in this union. In fact we fought the Civil War because the federal government felt that no state could withdraw from the union, regardless of its reasons. When the Federal World Government is formed, all member nations will be forced to retain their membership no matter how much they dislike the actions of the group.

WILL DEMOCRACY PREVAIL IN THE FEDERAL WORLD GOVERNMENT?—One of the big questions that will confront the affirmative debater is to prove that the Federal World Government will be a democratic one. We know that Americans will not want to have anything to do with the plan if it is not a democracy. We also know that Russia will not want to be in on the plan if it is not Communistic. Today Russia has already taken over control of much of Central Europe and Northern China. It is possible that within a year or two Russia will have a direct control over at least half of the population of the world. If this happens, we can see that the world government will be a world

communistic government.

Consider the plight of the United States if this type of world government were to be established. The people of this nation are so much opposed to the Communistic system and so wedded to the idea of democracy that it is very doubtful if they would ever agree to join in any system that might lead to the loss of our system of government.

THE WORLD GOVERNMENT WOULD COST AMERICA TOO MUCH—On the matter of actual cost we find another strong point against the affirmative plan. Today the standard of living in the United States is the highest of any nation on earth. When a Federal World Government is formed, there will probably be a tendency to make the standard of living of all nations somewhat equal. This will mean that Americans will be taxed to help raise the living standards of the people of other nations. We know that this may be a great humanitarian objective, but we doubt if the people of the United States will be willing to vote for such a proposal.

WILL EACH NATION BE REPRESENTED—The problem of representation by the nations of the world becomes a very important item in any proposal to establish a Federal World Government. For example, will the United States, with about 147 million people, have only one third as many representatives in the world assembly as China with about 500 million? If this is the case, we can see that Americans will never favor the plan. While this may be the democratic way, we doubt if the Americans would be willing to vote taxing powers to a world assembly that is composed of an overwhelming majority of representatives of nations with low standards of living and with large masses of their populations composed of illiterates.

Russia again presents a problem in representation. That nation has been divided into a group of states and Russia insists that in all world organizations each state be considered as a nation. No matter what plan we adopt, we find that the United States will be out-voted on almost every proposal, but that we will be the nation that is forced to bear the greatest burden of taxation.

(This is the fourth and last of Harold E. Gibson's debate series.)

Noon-Hour Committee

Membership in various committees and clubs in our school is encouraged in an assembly that is held the second or third week of the term. For this assembly a student speaker is chosen and coached by the advisor who is to have charge of the committee or club to be represented. The student speaker explains the purpose, duties, and advantages of the committee or club which he, or she, is representing and requests the cooperation of the student body in making it a success.

An advisory meeting is held each Thursday, the fifth period, in each home room and is solely in charge of the advisory president, who is a student elected by secret ballot by the advisory body. During the advisory meeting following the assembly for committee and club promotion the president accepts two volunteers for each committee and club, which meet each week on Tuesday and Wednesday respectively. If there are more than two volunteers, the names are placed on the board, and two are chosen. If there are not enough volunteers, nominations are made by the advisory body, each giving a good reason why he thinks the person of his choice should be considered.

Our Noon-Hour committee has a membership of twenty-four students and one advisor. The first meeting of this committee is usually a general one during which officers are nominated and elected.

The president presides at all meetings; the vice-president who has charge if the president is absent; the secretary who records the minutes; an assistant secretary, in case of emergency; a bell hop who answers all student call bells from the office. This is followed by a discussion on observations that have been made by any members of the committee acting as volunteer helpers during the noon-hour period previous to the organization of the committee. These observations, good and bad, are the foundation for additional observations during the following week, at which time they will offer valuable material for establishing the necessary rules.

Temporary assignments of posts are

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made on a tryout basis. These posts are made up of the following: table supervisors in the cafeteria for giving instructions, keeping order, and supervising the clearing of tables; hall monitors on each floor, who regulate the traffic in the corridors before the final bell, when everyone is to be in one of the "open rooms", and after this bell keep students out of the halls and acknowledge special permission slips from those that are allowed to come in early; supervisors of the study in the library; supervisors of the quiet-game room, where games such as cards, checkers, and other amusements games, etc. are available; and supervisors of the dancing in the gym and the playing of ping pong and shuffle board in the game room. When the weather is warm this supervision is modified to out-door play and the care of the equipment used.

At the second or third meeting, whichever seems the more advisable to the student committee, rules are drawn up to apply to each of the "open rooms", the cafeteria, and the halls. Arrangements are also made for the issuing of lunch permits to those students living a mile or more from school, or by special permission to those for whom there is no one at home to prepare lunch. After these are issued, none are admitted to the cafeteria unless they show their lunch permits.

After the student committee has organized the rules, arrangements are made to use the office typewriter, and a member types and posts a copy in each of the rooms to which they apply. Arrangements are also made for all the students who eat lunch at school to meet in the auditorium for about fifteen or twenty minutes before noon dismissal to have the rules explained to them and information given them concerning new procedures.

In the committee meetings that follow, the members bring reports on progress or lack of cooperation in the positions they supervise. Rules are sometimes changed to meet new difficulties. In case of any

consistent records of lack of cooperation on the part of a student during the noon period, committee members notify that student's advisor by means of a violation slip which records the offense. The most severe penalty imposed is to deny the offender the privilege of eating at school. Before this is done, the parents are notified by means of a letter from the principal.

Each committee member is responsible for reporting in Thursday's advisory meeting any changes or announcements recorded in the previous meeting.

The duties of the faculty advisor are only what the title implies. He diplomatically gives advice when in his foresight he realizes the decisions that are being

made will not be practical or advisable. He gives training in correct procedure at the meetings and encourages democratic discussions on the part of every committee member. Whenever possible he brings out the real value in cooperative working both within the committee and with all whom the committee contacts. During the noon period he makes his rounds to the various rooms and through the corridors, checking the progress of the committee members and helping them over the difficult spots from day to day. Through committee work in schools, true citizenship and good leadership can be taught by permitting the students to learn by doing. Guidance for those students with whom the advisor works should be the aim in his committee work.

Boxing As a Scholastic Activity

BRANDED "the sport that kills" by many sensational newspaper reporters, boxing needs justification by those educators who have an intimate knowledge of the activity and whose ultimate aim is to further the fundamental principles of education.

This article is not written for the purpose of silencing these arm-chair critics. It is an attempt to help educators who feel that boxing presents an excellent opportunity to fulfill some of the basic aims of education, but hesitate to put it into the curriculum, because of the criticism they might receive.

It is difficult for some people who have never participated in body-contact sports to understand the desire felt by some boys for this type of activity. This desire may be spent in boxing, or it may find its outlet in socially undesirable ways. Because of a lack of understanding, some administrators arbitrarily bar boxing from the curriculum and label it an "undesirable activity."

Boxing is an activity which requires of the participants many of the characteristics that educators try to develop in their students. Self-control, self-discipline, courage, determination, intelligence, and self-reliance are some of the traits of character that are an inherent part of this activity.

Self-control is developed by the peculiar nature of this activity, which makes man-

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datory the practice of self-control. The individual participating must learn to keep his head in moments of great excitement. He must think clearly and control all impulsive actions.

Boxing requires a great deal of self-discipline, both mental and physical. The participant must be careful about his diet and forego the pleasures of eating the kinds of food that will interfere with his conditioning. He must not smoke nor drink. When he is invited to go out at nights, he must discipline himself to be at home early so that he will get the amount of sleep necessary to keep him in top physical condition.

Courage is required because it takes a great deal of mental fortitude for one individual to measure his strength, skill, and ability against another, knowing that his degree of success depends entirely upon himself. The individual does not need courage to withstand a blow on any part of the body. The blow itself is nothing. In the heat of the contest, it is scarcely felt. But it takes the greatest amount of courage just to climb through the ropes to get into the ring.

Determination is needed in order to ad-

here to the strict training schedule required of all participants.

Intelligence is developed because a man is being constantly called upon to use his intelligence. The degree of success in boxing, in many cases, is in direct ratio to the ability of an individual to outthink and outsmart his opponent. The actual sequence of blows; which is a neuromuscular skill involving almost instinctive responses, does not require intelligence. However, intelligence is needed and used in setting up the total plan of attack or defense.

A feeling of self-reliance is deeply instilled by boxing. According to a book prepared by the Aviation Training Division of the office of the Chief of Naval Operations, U. S. Navy, boxing stands by itself in this respect. "In boxing there are no blockers out in front to help, no time-outs, no substitutes ready to take one's place. One is entirely on his own, alone to face whatever may come. It is an experience that every cadet should have. It builds confidence and faith that is of an inestimable value."

BOXING FULFILLS THE CARDINAL AIMS

Health—the individual who participates will have to be very careful to maintain good health. Strict training rules must be adhered to. Good healthy meals, plenty of sleep, no smoking or drinking, and a great deal of exercise are an important part of every boxer's routine. Leisure Time—there can be no better way to spend leisure time than in building a healthy body, as will be the inevitable result of following a program of this kind. These health habits formed during youth will stay with the participant for many years to come. There is no need to feel that after the last boxing match is fought, the student boxer will no longer continue to keep himself in shape. Although the former boxer need not spar when he goes to the gym, he will get a great deal of pleasure by going through the routines he learned when actively participating—shadow boxing, rope skipping, and bag punching.

The ex-boxer will get as much enjoyment out of a workout of this type as any former athlete will derive from a good game of golf or tennis.

Citizenship—citizenship will be installed automatically in boxing. Boys will hold

in high esteem another boy, regardless of race or creed, providing he has proved that he has courage and determination—the ability to "take it, and give it."

Character—ethical character can be built by boxing, because it gives opportunity for ethical character to be practiced. All boxing bouts must be fought in clean, fair, gentlemanly fashion.

Home Membership—each boy who participates is part of the boxing family. Boys dress and undress together; they bathe together; they share the common equipment and facilities. Boys learn the responsibilities of worthy home membership by practicing consideration for and cooperation with members of their team.

It is obvious that any activity which fulfills five of the Cardinal Principles of Education, and is engaged in so universally in boy's clubs and athletic leagues, cannot justifiably be neglected by educators.

CRITICISM OF BOXING—PRO AND CON

A critic might say, and justifiably so, that these traits are not reserved solely for the sport of boxing. This is true except for the feeling of independence. He might further add that they are obtainable in many other sports where there is less danger of bodily harm.

In answer to the first statement, the advocate of boxing points out that boxing programs may be conducted through all seasons, in a limited amount of space, with a very minimum amount of facilities and expense. As far as the element of danger is concerned, it is interesting to note a study conducted by Lloyd, Deaver, and Eastwood. According to these leaders in the field of education, boxing rates below dancing in degree of danger. There were .16 accidents per thousand exposure in boxing, as compared to .19 per thousand exposure for dancing, and 8.7 accidents per thousand exposure for football.

Martin E. Williams, Superintendent of schools in Winner, South Dakota, writes, "Dozens of our Winner High School boys have participated in amateur boxing, and not one of them has received a serious or permanent injury. We cannot say that of basketball or football."

Mr. Yustin Sirutis, head boxing coach at the City College of New York, has con-
(Continued to page 175)

ASSEMBLY PROGRAMS

for February

In October 1947, this department reported a co-operative assembly project of seven Illinois high schools located near Chicago — Hinsdale, Riverside-Brookfield, Downers Grove, Maine, Glenberd, York, and LaGrange. These high schools are members of the West Suburban Conference, which has been organized to sponsor exchange assembly programs in the interest of goodwill, to share ideas and increase interest in assemblies, and to vitalize activities in general.

A report on another interesting assembly project of these same high schools and others in and near Chicago has been received. We are indebted to Miss Naidene Goy, Teacher of English in the Hinsdale High School, for the report which follows:

Here is an explanation of the radio assembly programs of Hinsdale and neighboring high schools. While the idea could not be carried out in all schools, I believe that radio stations will co-operate in fostering this type of program if schools request it. For instance, while I was teaching in Des Moines a few years ago, Station KSO co-operated with schools in producing a program of similar type in the Des Moines area.

Radio Station WGN (sponsored by the Chicago Tribune), rehearsed a broadcast in our assembly and transcribed it at another assembly. The transcription was then played on an afternoon program the following Sunday. This program, called "Citizens of Tomorrow," has been a regular feature the past six years from September through June. Each Sunday a high school in the "Chicagoland" area is featured. Activities in other schools are spotlighted through the reading of school news of several schools for the week, by the newspaper editor of the honored school.

A half-hour in length, the program features the school cheer, the school song, a salute to the oldest graduate or other distinguished citizen present at the recording, musical selections by the school chorus, music by soloists, an interview with the honor student of the school, a citation to an honor student selected from a school in the outlying area, an interview with some successful citizen, and a quiz program on which appear six outstanding students of the honored school.

C. C. HARVEY

PROGRAM SUGGESTIONS FOR FEBRUARY

Week of Jan. 31 — Feb. 4: Honor Society Assembly Program.

Honor societies exist in a great number of secondary schools. It is the usual procedure in many of these schools to present at least one program in assembly each year to induct new members, to interpret the work of the organization, or to stimulate students to work toward higher standards of scholarship, leadership, service, and character. Soon after the close of the first semester seems a good date to schedule an honor society assembly program.

Below is an account of the annual induction ceremony assembly for the chapter of the National Honor Society, Ashland, Ohio, High School: It was contributed by Mr. Hammill Hartman, Teacher of Journalism in the Ashland High School.

"Realizing that the eyes of the school are upon me...."

So begins the pledge which newly elected members of the National Honor Society repeat before the student body at the annual assembly held for the induction of new members.

With the taking of that pledge so ends one of the most traditional, yet one of the most impressive assemblies in Ashland High School.

The pattern of the program is about the same each year. First, the adviser explains the standards for membership, the values placed on scholarship, leadership, character, and service and the objective manner of reaching total rating.

Then four alumni members of the Society present brief speeches on the importance of these four qualifications.

Next, the adviser announces singly the seniors who have earned this coveted honor. An alumni member escorts the elected senior to the stage. The new member adds his light to the flame of the torch burning from the metal stand as a symbol of the Society, then takes a seat.

When all members have been called, the adviser presents the group to the principal, who administers the pledge of membership.

Most impressive to the audience is the Cere-

mony of the Torch. The lights are low, and a classical composition provides appropriate background music. The new member stops by the torch to throw on a few grains of salt. The salt, a compound of copper sulphate and magnesium, causes the flame to burn brighter and to change color. Thus the new member adds his light to that of the torch, the symbol of the National Honor Society.

The idea of using a torch in the ceremony originated in 1936, and the stand constructed then by a graduate of that class is still in use. The chemistry department provides the salt compound.

Yet with all the simplicity of the traditional ceremony, the eyes of the school are glued to the proceedings. For one thing, membership in the National Honor Society can come to but fifteen percent of the senior class and to less than three percent of the student body.

If an upperclassman aspires to such an honor, he knows he cannot shirk his scholarship or opportunities for leadership, character, and service.

For another, the atmosphere built up by careful co-ordination of lights, musical background, and ceremony is such as to inspire students with a nobility of desire and ambition.

"Maybe in a year or two," the underclassman thinks, "I'll be called to go up there to repeat, 'Realizing that the eyes of the school are upon me.'"

Week of Feb. 7—11: Patriotic or Historical Assembly Program.

The assembly should not only emphasize the current affairs and problems, but it should also give emphasis to historical and patriotic themes. February, known as the month of great men, is an appropriate time to hold such a program to develop greater Appreciation of America, our American heritage, and ideals.

An assembly, entitled "The Story of America," presented last February at Liberty High School, Bethlehem, Pa., might be suggestive to assembly committees. The description which follows of this program was written by Sally Bachman of Liberty High:

February 10 and 12, 1948, an outstanding example of the co-operation not only between teachers and students but also among English, art, and music departments was shown through the presentation of an assembly program entitled "The Story of America." The program was developed through the Communication Arts Committee, a teacher-student organization that coordinates work through the five communication skills in the English and other departments of Liberty High School.

Produced near the birthdays of two great Presidents, Washington and Lincoln, this program comprised the showing of slides on American literature, art, music, and history, accompanied by narratives. The slides included famous paintings, historical scenes, illustrations from literature, and views of typical American life from Columbus' discovery of America to the beginning of the Civil War.

First, the slides were chosen from the Metropolitan Museum of New York and from the visual aids collection of our school district. A committee of students and the art teacher made the selections.

Then the art teacher and a number of students from the English department collaborated in writing a script to accompany the slides.

The music teacher planned a series of songs to fit in with certain settings. Some of these were "Swing Low, Sweet Chariot," accompanying a scene of Southern life; and "Oh, Suzanna," symbolizing the gold rush, original music for the song "On the O-hi-o" was written by a music student to accompany the words which were found in a book and for which music could not be secured.

When the program was given, students were responsible for the lighting and showing of slides. A narrator, chosen from the English classes, read the script from the place on the stage, while the slides were flashed on the screen so that the two were co-incident. On the proper cues, the soloists came out on the stage, a light shone on them, and they sang their songs. The light then went off, and the narration continued.

The program concluded with a slide of President Abraham Lincoln. During the showing of this slide, the entire glee club sang Fred Waring's inspiring arrangement of the "Battle Hymn of the Republic," accompanied by a fanfare of trumpets.

The above is an illustration of the idea which we have found successful of combining visual aids and original work of students to produce unique assembly programs.

Week of Feb. 14—18: Discussion Program Based on Some Topic of Interest to School.

This type of program would be appropriate for almost any time in the school year. In harmony with the idea of presenting numerous programs in which there is a chance for the audience to participate, the program should not only be interesting but also educational. Whenever possible, a program of this type should lead to student action and further discussion in home-rooms, classes, etc.

Below is a description of a program of the type suggested for this week. It was submitted by Miss Katherine Cody of the Social Science Department, Drury High School, North Adams, Massachusetts.

An assembly program was held last year at Drury High School which might be of interest to readers of *School Activities*. It took the form of a panel discussion (followed by audience participation) of the topic "Movies, Radio Programs, and Comic Books." The final presentation was the result of a project undertaken by social science classes which ultimately involved the entire student body.

One class made a preliminary study of subjects of interest to the students of the school, and came up with the topic named. The same class then decided that a survey should be made among the 800 students to obtain their personal reactions and preferences to movies, radio programs, and comic books. Next they evolved a poll covering the data they wished to receive information pertinent to the topic to be studied. This same class set up the mechanical aspects of the survey, and business students did the necessary typing and subsequent mimeographing for the school membership.

A second class tabulated the results of the poll. This meant totaling and charting some fifty items for the 800 students. This class also interviewed local shop owners, radio personnel, and motion picture managers to obtain their viewpoints upon these questions.

Another class did the background and survey research to find the most recent materials available, and to check results of the poll with similar studies which have been made. They unearthed considerable information, and then had the task of choosing and discarding from it. After much discussion, reading, and debate, the material students wanted to use was assembled, and the task of writing the formal speeches began. This duty fell upon the group selected because of their ability to write simply and in a style that would lend itself to pleasing oral presentation.

Next, from among five social studies classes, fifteen students were selected to participate in the panel. Groups of five each undertook to discuss each phase of the subject. The discussions were to be tied in with the results of the school poll.

When the program was held, a student chairman was in charge. After the panel had finished, the general audience participation showed that students were interested.

The program was further correlated by the

fact that the stage was decorated with large, colorful posters depicting the various factors under consideration. These were made by students in art classes.

The panel of students later presented the topic before a community group. The time covered by the entire project was about one month — using some regular class periods, and also meeting as an extra-curricular activity. This program was a good example of an assembly program growing directly out of a classroom project.

For the benefit of groups which might want to undertake a similar project, a copy of the questionnaire is reproduced below.

QUIZ POLL ON RECREATIONAL INTERESTS

(Please check answers)

NOTE: Check any number of answers necessary.

Boy

Girl.....

Freshman.....

Sophomore.....

Junior.....

Senior.....

1. What kind of movies do you like?

a. Comedy.....

b. Musical.....

c. Animal.....

d. Western.....

e. Mystery.....

f. Gangster.....

g. Murder.....

h. Sports.....

2. How often do you go to the movies?

a. Once a week.....

b. Twice a week.....

c. More than twice.....

3. Do your parents try to persuade you not to go?

a. Yes.....

b. No.....

c. Sometimes.....

d. Frequently.....

4. What kind of radio programs do you like?

a. Comedy.....

b. Plays.....

c. Hit Songs.....

d. Quizzes.....

e. Crime and mystery.....

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- f. Classical music.....
- g. Serials.....
- 5. How often do you listen daily?
 - a. One hour.....
 - b. Two hours.....
 - c. Three hours.....
 - d. While doing my homework.....
 - e. All time until bedtime.....
- 6. Is there anything you would rather do than listen to the radio, go to movies, or read the comics?
 - a. Sports.....
 - b. Music.....
 - c. Painting.....
 - d. Reading.....
 - e. Build things.....
 - f. Riding.....
- 7. What is your favorite set of comics? (Write it in)
 - a.

Week of Feb. 21—25: Brotherhood Week Assembly Program.

More and more schools each year are observing Brotherhood Week. Sponsored by the National Conference of Christians and Jews, 381 Fourth Avenue, New York 16, N. Y., this event takes place during the week of Washington's birthday. It is the time to rededicate ourselves to the fight against prejudice, intolerance, and bigotry. The importance of this is emphasized in the sober advice offered by Franklin D. Roosevelt in his last written words: "Today we are faced with the pre-eminent fact that, if civilization is to survive, we must cultivate the science of human relationships — the ability of all peoples, of all kinds, to live together and work together in the same world, at peace."

Negro History Week also comes in February. A great many schools have a combination observance of both these special weeks. Below are accounts of three assembly programs, all of which had one assembly to observe both events. The first, entitled "All Negro Program Fosters Race Relations," was written by Miss Dorothy Becherer of the faculty of Garfield High School, Terre Haute, Indiana.

In an effort to further race relations and at the same time give colored students the much-needed feeling of "belonging" in current school activities, The Semper Paratus, a Negro student club at Garfield High, Terre Haute, Ind., planned and presented what turned out to be one of the most (if not the most) outstanding assembly of the year.

The program, presented during Negro History Week and National Brotherhood Week, was built around the contribution of the negro to the edu-

cation and culture of our country. The program was as follows:

After an explanation of Negro History Week, the club group sang the Negro National Anthem with the entire student body standing. Then brief, but exceptionally well-prepared and well-thought-out talks were given by club members on these subjects:

Contributions of the Negro: to Culture and Education (Negro universities, magazines, and newspapers; and the story of Booker T. Washington).

To Military Achievement (The 99th Division).

To Science (George Washington Carver).

To Literature (Langston Hughes, poetry).

To Music (Duke Ellington, Marian Anderson, Paul Robeson, and others).

During the discussion of music, a group of members sang negro spirituals while excellent recordings of the more famous numbers of Marian Anderson, Duke Ellington, and Paul Robeson were played.

The students who took part in this assembly were not chosen for their outstanding ability, since most of them were of average intelligence and below — they were chosen on the basis of desire and willingness to participate. This in itself proved a valuable experience, and the poise,



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the ease, and the grace with which they spoke coupled with the fact that they were able to present their program only through prolonged and intensive effort, proved to be an "eye-opener" to the entire student body.

The values derived from the assembly program were two-fold: (1) The colored students, because of the fact that they had a chance to be in some school activity, dropped the defensive attitude which is sometimes characteristic of them as a minority group and developed a greater interest in school and in classroom activities. It seemed that because of the excellence of their performance they had gained "face," so to speak. (2) The white students developed a greater respect for the negro as a race through learning of the outstanding contributions, and they developed a greater respect for the negro citizens of the school through recognition of the work, time, and planning back of such an undertaking as this assembly.

Another program similar in nature has been sent by Miss Myrtle Conklin, Biology Teacher of the Woodrow Wilson Junior High, Terre Haute, Indiana. The title of this program is "Doors of Opportunity."

A small percentage of the pupils attending Woodrow Wilson Junior High, Terre Haute, Indiana, are colored children, but they rapidly find their places in the various activities when they came to us, in the seventh grade, from their own elementary schools. These children join the classes of the many seventh grade white children who enter our junior high for the first time.

In February we combined programs for the recognition of Negro History Week, Brotherhood Week, and Lincoln's Birthday. The entire program was prepared and presented by colored pupils, and it was considered one of outstanding interest for the school year.

The program began with the pledge of allegiance to the flag. This was followed by a tribute to Lincoln emphasizing his struggle with handicaps in early life and the difficulties encountered during his famous career.

Several colored children told about the lives and success of noted colored people, who have received national recognition for their talents in various fields. Naturally the children pointed with pride to such people as George Washington Carver, the scientist; Marian Anderson, the singer; Paul Lawrence Dunbar, the poet, and many others.

A fine local colored quartet sang spirituals, and one of the women, whose mother had been a life-long friend of Paul Lawrence Dunbar, read a number of his poems.

Special invitations were sent to the families

and friends of the colored children and most of them responded.

Our faculty feels that such a program, presented by members of the negro race, stimulates greater admiration for many of their own people, who have been valuable to mankind in social and cultural ways. It reminds all of our pupils that every race can make effective contributions at this time when world peace and co-operation are our chief aims. It is possible that too little attention is given to the fact that the American Negro has made more progress within the last eighty years than any other race of people in history.

Given the same educational opportunities many difficult problems have a tendency to solve themselves. The children of all American citizens find in our public schools a like interest in individual progress, group service, and school loyalty. We think that programs of this type inspire children to greater sense of appreciation, and genuine patriotism for our country, which has provided more for its own people, and those of other countries, than any other nation on earth.

Still another Brotherhood Week program, presented by white students and somewhat different from the two examples given above, was contributed by Miss Diane Gray of New Cumberland, Pa., High School.

Upon delving into various possibilities of an appropriate and up-to-date theme for a class assembly, the student directors of the junior class program finally selected one after studying scripts written by their classmates as an English project. The class thought it wise to choose a theme that would serve a definite purpose as well as entertain the student audience and display class talent.

The year before our school had presented a program dealing with religious prejudice during Brotherhood Week. As our program was to be held during Brotherhood Week, we decided to build it around the theme of abrogation of racial prejudice.

Each dance, drama, or musical presented in the assembly typified negro traditions by step,
(Continued to page 174)

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News Notes and Comments

JANUARY FRONT COVER

The twelve majorettes shown represent the Majorette Club of Carrick High School at games, parades, and other activities. The Club has a membership of fifty-five girls. Betty Flanders is sponsor.

The dramatic art students of Tucson High School are making-up the cast for "Fanny and the Servant Problem." The photograph was taken and produced by the Graphic Arts Department of Tucson High School.

JR. TOWN MEETING LEAGUE ISSUES PAMPHLET

"What kind of school policy is needed on controversial issues?" and "What are the most effective techniques for handling controversial issues in the classroom?" are two important problems dealt with in a new pamphlet, **TEACHING CONTROVERSIAL ISSUES**, published by the Junior Town Meeting League. It may be secured, free of charge, from Junior Town Meeting League, 400 South Front Street, Columbus 15, Ohio.

According to J. Russell Steele, in *Illinois Education* for December, newspapers are giving more space than formerly to interpretation of schools, but sports news still gets space far beyond proper proportion.

To interest more civic organizations in working with educators to expand school music programs, the American Music Conference is making available to such groups a questionnaire for surveying the extent of local school music programs.

While prepared for civic groups, such as Parent-Teacher Associations and Kiwanis, the questionnaire will be useful to educators and school authorities. It is available to them from the office of the American Music Conference, 322 South Michigan Avenue, Chicago 4, Illinois.

"The Home Room", by Ruth Walker, in the December number of *Illinois Education* gives a guidance director's views of this "Cinderella of the guidance system," tells why so many teachers hate the home room, explains why it has been abandoned in many schools, and makes appeal for its return to its proper place.

A *Conservation Club* in Wausau (Wis.) high school is working on a long-term project. It is growing a 400-acre "forest" on worn-out farmland donated to the school. Future plans call for use of the area as an out-door biology laboratory.

"No prerequisites for journalism" has become the slogan at York Community High School in Elmhurst, Illinois, where credit in journalism now may be submitted for a year of English or taken in addition to the regular four-year English program.

Catholic Book Week will be observed February 20 to 26. Program helps may be secured from Phillips Temple, National Chairman, Georgetown University Library, Washington 7, D. C.

According to Barbara York in *Jornal of Education* for October, Quincy (Mass.) High School is now offering "Problems in Democracy"—a laboratory course on the American Way of Life.

The Hilltop Crier, published by the Illmo-Fornfelt High School, Illmo, Mo., illustrates the possibilities of a school magazine printed by the stencil-duplicator process.

More girls than boys learn to play musical instruments, according to the results of a survey conducted recently for the American Music Conference. Of all adult females 35.2 percent either now play or formerly played a musical instrument. Only one in five male adults are present or former musicians.—*Educational Digest*.

Plans for the 1949 National Conference of Student Councils are now being made by the National Association of Secondary School Principals. Dates for the conferences, to be held in the Walnut Hill High School, Cincinnati, Ohio, have been tentatively set as June 20-23.

Twin Falls—The Schoolmasters' Club of the IEA Fourth District sponsored the second Cheerleaders' Workshop at Twin Falls in early November. John D. Flatt, principal of the Twin Falls High School, has reported, with the University of Idaho, Idaho State College, the College

of Idaho and the Twin Falls High School cooperating.—*Idaho Education News*.

The Federation of Oklahoma High School Student Councils held its eighth annual convention at Cushing on December 2-4.

Because a school is a public institution, it has sometimes been claimed that a radio station may broadcast high school contests without paying anything for the privilege. A recent court decision in Texas indicates that there is no justification for this claim.

From Our Readers

Editor, School Activities:

We need a bit of help on two items. 1. The name and address of an individual or family which present glass-blowing demonstrations before student bodies or clubs.

2. The name and address of a school which has conducted a successful Career Conference.

Yours truly,
Paul E. Keefer

Sunbury High School, Sunbury, Pa.

HELP! HELP! HELP! dear readers. Thanks for the HELP.

Editor, School Activities:

I am interested in your editorial bulletin. If possible, I should like to have enough of these bulletins for my entire class in extracurricular activities. I believe these guides would aid materially in my students' efforts toward sending better articles to publishers of educational magazines.

Sincerely yours,
Charles D. Neal
Southern Illinois University

Thanks. These bulletins have been sent to you. And they will be sent to others interested in improving proposed articles.

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How We Do It

C. C. HARVEY, *Department Editor*

JUNIOR HI FORUM STRESSES INTERCULTURAL EDUCATION

Among the most worth-while extraclass activities at Emerson Junior High, Lakewood, Ohio, is the Forum, sponsored by Miss Kathleen Haines, a social studies teacher. This club, now in its fourth year, offers ninth graders a unique opportunity in intercultural education.

Each semester the adviser, the officers, and the advisory council determine which minority group will be studied. Forthwith, speakers are booked and a bibliography compiled. The club is fortunate in being able to obtain speakers of authority and prominence from metropolitan Cleveland.

Meetings are held every other week. Question periods after the talks, and panel and group discussions reveal that club members have an insight into and an appreciation for the problems of minority groups.

This year the club program began with an assembly, the speaker being Mr. Russell Jelliffe, a director of Karamu House, Cleveland. Those who have accepted invitations to speak at club meetings include representatives of Catholic, Protestant, and Jewish religions, a student of "Zionism in Palestine," and an authority from the National Conference of Christians and Jews.

In past semesters the club has heard an American-born Japanese, who is an adviser at the Central Y. M. C. A.; the director of the Jewish Community Council; the director of the Chinese Center of the Cleveland Church Federation; a Negro attorney who is an authority on Negro history; personnel directors from industrial organizations; housing authorities; and rabbis from the Jewish Temples.—FLORENCE KECK, Emerson Junior High School, Lakewood, Ohio.

FRIDAY IS OPPORTUNITY DAY

To promote easy speaking and enjoyment of the English language is the rule at Central High School, Binghamton, N. Y. This is especially true in one class of oral English.

Every Friday in the Sanctum Sanctorum, as this class is called, Opportunity Day is held.

To go back a few years—to 1920—the sponsor of this class, who was then in school, realized that oral English was not general enough, and to make it general became his objective in later years. In 1930, when he began teaching English,

Opportunity Day was adopted, and "Every Word a Jewel" was incorporated as its slogan.

In the first place, every member that is assigned to his class is privileged to join the Society for Better English for the prevention of "murdering" the Mother Tongue. "There are more than 4,000,000 words in the English Language, and every one of them is a jewel," he maintains.

Opportunity Day is best explained as a time for the student to cover himself with glory. Every Friday each pupil is to have prepared some form of literature, or experience, that would be interesting to the class. The time to speak is signified by the teacher's saying, "Going, going, gone." The whole period gives the student a chance for an extra "A". With this system being purely voluntary, many feel that they can not do a good job, or, frightened on looking down at the faces, they won't get up to speak. However, very soon this system of Opportunity Day wins, and the students look forward to an entertaining, enjoyable, and thoroughly educational period of oral English.—PHYLLIS ALLEN, Central High School, Binghamton, N. Y.

OUR PRINCIPAL'S CABINET SERVES AS CLEARINGHOUSE

The Principal's Cabinet of Shawnee High School, Louisville, Ky., is an advisory group that meets, on call, to discuss matters of interest and importance to the entire school.

It does not legislate or render decisions. The Cabinet serves as a clearinghouse, hearing all opinions on a question and making suggestions to the faculty and to the two student councils.

Its members are as follows: The principal; the assistant principal; the dean of girls; the president and vice-president of the junior council; the president and vice-president of the senior council; one member of the president's club (grades 7, 8, 9); one member elected from the homeroom councilors (grades 10, 11, 12); one member elected from the junior student body; the sponsor of the junior council; and, the sponsor of the senior council.

Any group or individual in the faculty, the administration, or the student body may request a meeting of the Principal's Cabinet to discuss a problem considered of school-wide interest. The individual requesting a meeting of the Cab-

inet may attend that meeting as a visitor, presenting his problem in person.

The Cabinet has demonstrated its value in many ways. It is a useful supplement to the work of the junior and senior student councils as well as other student participation groups. It is a link between students and faculty which promotes desirable co-operation. This somewhat unusual organization seems to serve a real purpose in our school.—M. NICKLIES, Shawnee High School, Louisville, Ky.

"PEPPER" CLUB INDUCTION PROGRAM

High school girls can plan and present serious, dignified, meaningful, and impressive programs. We proved this at Kent State University High School, Kent, Ohio, when the Pepper Club held its first induction exercises. Although this service club is several years old, there had never been an induction program.

Soon after school opened, Mr. Ballard I. Brady, Director of the University High School, gave the Pepper Club girls permission to have a limited informal induction ceremony and a more formal evening service. The first part was planned at a meeting of the Club. The members formulated several rules of action for the pledges to follow for four days. A special committee was appointed to plan the formal ceremony. As a central theme, they took the seven letters of "Peppers" and made each represent a qualification for membership. These desirable attributes were: poise, efficiency, pep, patience, enthusiasm, religion, and sincerity. Seven girls were chosen to represent the seven letters. Each wrote a short talk explaining the qualification she represented.

The induction service was held by candlelight in the Kent State Training School auditorium. Large letters spelling "Peppers" were pinned on the curtains. The members all wore formal dresses. To create the right mood, quiet music was played on the piano before the service began.

The program opened with the reading of the Old Testament description of a good wife, Proverbs, 31:10-31. Then the group sang "Tell Me Why." After this the seven girls representing the Pepper letters walked on the stage and gave their talks. After a vocal solo, the inductees rose and repeated the Pepper pledge which was written for the ceremony. Next came a piano solo, the poem "If for Girls," and the closing song "The Lord's Prayer." After the service, there was a short social hour with refreshments for members and guests. The success of the program caused the constitution to be amended

requiring an induction program each year.—LUCY AMNER, Kent State University High School, Kent, Ohio.

LITERARY-MINDED STUDENTS DEVELOP PROJECT


West Senior High, Madison, Wisconsin, has a group of literary-minded students who have found an outlet for their energies by making surveys and writing about student interests and school activities. Last year the English department carried on a writing project which stimulated much interest among these amateur writers.

The first step in beginning the project was to interview teachers and administrators to discover what they thought would make valuable source material for our literary endeavors. Then, selecting projects which offered most in writing experience, we organized those interested in writing into small groups. Each was assigned to one project. Information for the papers came from interviews, research, observation, and tabulation of questionnaires which were distributed.

Four student surveys were made—pupil reading of newspapers and magazines; pupil habits in listening to the radio; and boys participation in school athletics. The questionnaires distributed in these surveys were supplemented by personal interviews. Much interesting information was brought to light which formed the basis of several published articles and papers.

Two groups of students worked on publicity projects for the yearbook and the operetta. Another compiled a history of the school. One committee tried to prepare readable information on the use of the school library, and some pupils prepared a report of the services of the guidance department.

Other projects in the planning stage at the time this was written include a study of the extent of the use of the school library in extra-curricular activities, what advice successful graduates of the high school have to offer present students, student participation in community civic activities, and occupational interest of sen-



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iors.—MILLIE MURPHY, West Senior High School, Madison 5, Wisconsin.

SENIOR HIGH BOYS CONSTRUCT OSCILLOSCOPE FOR CLASS USE

Did you ever wonder what different shapes of sound waves you could pattern with your voice? Recently in the New Cumberland, Pa., high school physics laboratory, two senior boys constructed a machine by which one can see his wave shapes. This machine is known as an oscilloscope.

Under the direction of the physics instructor, these boys assembled the machine with utilized war surplus parts and used-parts of electrical apparatus. They constructed the machine within several weeks, during study periods and after regular school hours.

The physics class has used this instrument in the study of the characteristics of sound waves by actually seeing the waves forms traced on the five-inch cathode ray tube or "screen." Other uses of the oscilloscope are: Observation of electrical circuit phenomena such as the wave shapes of alternators, transformers and oscillators, the study of electric sparks and condenser discharges. In radio testing, it is excellent for the measurement of modulation, adjustment of receivers and transmitters, and for tracing vacuum tube characteristics.

According to the science teacher, a similar instrument with accessories and slightly more refinement of construction, would cost more than \$200. New Cumberland High's "scope" cost about \$20. The low cost is attributed to the fact that bargains in war surplus materials were obtained and that various circuits were changed to accommodate available parts. For instance, the large cathode ray tube, which normally costs \$18, was purchased for \$1.85.

One boy contributed a small transformer, and the other co-builder conducted several minor parts. Part of the amplifying system of the high school auditorium was also used in conjunction with the apparatus.

Exhibited during the annual Art Exhibit, guests were able to "see their voices," distinguish the regular wave forms of high and low notes, soft and loud notes, musical tones, and see the irregular patterns made by noise.—MARY LOUISE FROWNELTER, New Cumberland High School, New Cumberland, Pa.

SCHOOL ACTIVITIES RELATED IN RADIO PROGRAMS

Washington High School of Sioux Falls, South Dakota, is on the Air! With this announcement

and the playing of the school's song, each Saturday a program begins in our city which is entirely the product of student initiative and originality.

The programs started in September 1944, and have become a popular tradition of the school. A project of the dramatic and speech department, at first the programs were presented each Wednesday from 5:15 to 5:30 over a local radio station. Once a month the journalism club took over the program to present news and interviews concerning happenings at the school. Later, the time was changed to Saturday at 1:30, and this year has become a half-hour long. The first fifteen minute period is of a dramatic nature, roundtable, or discussions by the speech department; the last fifteen minutes by the *Orange and Black*, school newspaper, consists of interviews and news about school.

Procedure for the programs follow a regular plan or pattern: arrangements are made with the local radio director for time; scripts are written by students; participants are selected; and several rehearsals are held before the actual broadcast, so the timing will be accurate. No charge is made by the local station, as school productions make good public service features. There are no sponsors except the school organizations.

In the dramatic part of the programs, students have dramatized (complete with sound effects): "The Chimes," by Dickens; "Con Graeger's Legacy," by Lever; "Dr. Heidegger's Experiment," by Hawthorne; and numerous original skits. Speech groups have held discussions on almost every current topic of interest to student and the public at large. Topics such as social behavior have been emphasized on several programs. Such drives as those of the Red Cross and Community Chest have furnished ideas for programs. Timely roundtables featuring the work of the local Parent-Teacher Association have been held. Various school organizations such as the student council have used the broadcasts as a medium for acquainting patrons with their work. The high school annual, declamation winners, book review contest winners, poetry winners, monitors, editors, athletes, and

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musicians have all had a part in the radio series.

"News and Interviews," conducted by the staff of the school paper, makes an attempt to place before the radio audience activities and departments in the school which will enlighten parents and the community about school life. These interviews are not always entirely serious but bring out a few of the lighter aspects of education as well. During the summer vacation, dramatic productions are continued as a part of the recreational program for young people of the town.—MRS. L. O. RIKANSRUD, Journalism Adviser, Washington High School, Sioux Falls, South Dakota.

BOYS' CHEF CLUB

Yes, our boys can cook! It is said that the world's best chefs are men, and the Bloomfield, New Jersey, Junior High School is doing its best to help the male sex maintain this reputation.

When the odors from cookies, spaghetti sauce, and meats began to permeate the halls of our new school, the appetites of many boys became uncontrollable. To keep them from breaking into that most feminine sanctuary, the homemaking department, a Boys' Chef Club was formed with a membership limited to twenty boys and one teacher. Now, there are two separate groups of twenty members each and two home economics teachers to guide their culinary pursuits.

These boys take up the study of cooking with far more enthusiasm than is shown by many girls. Each group has separate meetings twice a week. During the first meeting each week, they learn tables of measurements and equivalents, copy recipes, plan menus, and are introduced to simple cooking rules. The second meeting takes place in the modern, very well-equipped kitchens. The boys are divided into groups of four to a kitchen, where they put into practice what they planned during the previous meeting. At first, they become acquainted with kitchen utensils, rules for keeping their kitchens clean, and different methods of cooking. Later, they learn how to set tables correctly, how to be efficient hosts, how to cook foods to save their nutritive values, not to open oven doors too often, and many other useful cooking aids.

Their first cooking experiences are with simple dishes. After they have mastered this art, they learn how to plan and cook well-balanced meals, and they need no prompting to eat their own cooking. The boys are not permitted to sit down to eat, however, unless the tables have been set correctly, and they have taken off their

aprons. Wearing an apron does not make a "sis-sy" of them, for many of these boys belong to the school athletic teams.

These boys make out their own market lists and attend to the purchasing of the products to be prepared. During Christmas time, they make fruit cakes and cookies which they wrap attractively in cellophane before presenting them to their mothers. They take great pride in their cooking, and there is a great deal of competition among the separate kitchens.

The great test of their skill comes in preparing for a luncheon to which the principal and members of the faculty are invited. They set the tables attractively, plan, cook, and serve the meal.

The Chef Club has proved so successful that cooking will be offered to ninth grade boys as an elective subject. The social and practical values boys have derived from the club's activities are innumerable. They gain a sense of discrimination, good taste for the finer things of life, and a greater appreciation of good foods and the amount of labor that goes into cooking. They are well on their way to becoming the gourmards of the future!—THERESA CALATI, Bloomfield Junior High School, Bloomfield, New Jersey.

"CHARM CLUB" TEACHES SOCIAL GRACES TO TEEN-AGE GIRLS

One of the most vexing problems of school and community is to find suitable activity for those girls who are beginning to find a real interest in the so-called social graces. You sometimes find this group chatting earnestly about the appearance of other girls, older women, or the actress in the latest movie. Their main interest in life seems to be to make themselves attractive to their friends of both sexes. Often this idea leads them to imitate others, with a tendency to overdo, and with many peculiar results.



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Many of these girls cannot get the guidance needed from their homes, and the school's activity program can serve a real purpose here. It may also be noted that a social situation as provided by the extra-curricular program may afford a better atmosphere and setting for teaching social graces than the closed circle of the home; keeping in mind, of course, that capable direction of the group must be maintained.

An activity which leans toward a natural interest has the basic principle of spontaneity. The "Charm Club" which will be outlined here followed the above pattern in its inception. Although the idea was developed as a recreation center activity, it is of the type which might add much to any extra-curricular program.

The particular center has a number of girls who were not really interested in much of what went on in the regular program. However, they attended many of the activities, and the sponsors in checking their interests found the situation described in the first paragraph above. Our first venture was to provide magazines and other materials and hints of interest. Slowly but surely the idea resolved itself into an organization with regular meetings at the suggestion of the girls. The group was composed mostly of girls of high-school age, but some from the elementary schools were permitted to participate.

The Club met on regularly scheduled days with an attendance record being established. The opportunities for a widening scope can readily be seen. Included under these topics were: Poise, personality, attaining a winsome smile, the art of walking, proper use of cosmetics, and selecting ensembles. It should be noted that the activity was not confined to discussion. Following up the discussions were the practice sessions for applying the principles discussed.

Although confined to a particular group and interest, this activity seemed to meet all the requirements of a good club. Notable among these were: 1) It contained the element of natural interest. 2) It introduced pupil activity. 3) It could be broadened to include other interests. 4) It stimulated the idea of good judgment in its sphere. 5) It encouraged proper use of leisure time. 6) It helped develop leadership qualities.

In reporting this activity to the public a leading newspaper of New Jersey described it as being unique. It might be added that here was an activity that made sense to the participants. The Charm Club, one of the most interesting activities of the recreation center of Hawthorne, New Jersey, might be suggestive of an extra-curricular activity which should meet the needs

of many teen-age girls.—ANTHONY C. ARDISE, Adjustment School, Paterson, New Jersey, who together with Mrs. Ida Verteri Gorab, another teacher in the Patterson Public Schools, are former sponsors of the Charm Club.

HI-Y AND GIRL RESERVES HOLD YOUTH CONFERENCES

An annual event which has become very popular at Manhattan, Kansas, Senior High is the Youth Conference, held during the second semester and sponsored by the Hi-Y and Girl Reserve organizations.

Each year the cabinets of these two groups invite a prominent minister from a town away from Manhattan to be guest speaker for the Conference. An effort is made to choose a man who has done outstanding work in helping youth groups, and who has a definite feeling for the problems of youth.

The Conference lasts for two days and includes assemblies, private conferences, and a forum. On the first day, the guest speaker appears in a combined meeting of the Girl Reserves and Hi-Y, and on the second day he speaks at an all-school assembly. During both days, any student who desires may have a private conference with the minister, and is excused from class for the appointment.

Immediately after school on one day of the Conference, a forum is held at which no teachers attend. Some of the questions are written and have been handed in during the day; others are asked from the floor. The questions cover nearly all phases of teenage life and are generally about some problem which has been bothering the student. The visiting minister answers the question as thoroughly as he can, invites discussion from the floor, and sums up all the points in a logical conclusion.

Following is part of an article in our school paper which deals with the forum:

"Questions ranged from 'Is a college education necessary?' to 'How can a girl refuse a boy a good-night kiss politely, without hurting his feelings?' Authors of most questions seemed concerned with boy and girl relations.

"It was decided that dating was both a privilege and an obligation on the part of both boy and girl. Dates (in high school) should be

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considered as an excellent means of having a good time, however, and not entirely an obligation.

"Please define a 'good time,' " immediately retorted a student.

"A good time consists of having fun—as much of it as possible—during the date, but a type of fun that you can look back on thirty years from now with pleasure, not regret. An excess of affection, of passionate wooing and petting are not required for popularity or for a good time. Such traits in the character of your date are not only superfluous but unnecessary and undesirable."

The Youth Conference project has been popular and successful in Manhattan High School. Students and teachers alike approve of it. It has helped to solve grave problems for some of the students, and for others, it has helped to give them a clearer and straighter outlook on life.—RUTH BENNETT, Senior High School, Manhattan, Kansas.

EVERY NEW STUDENT TAKES SCHOOL CITIZENSHIP TEST

Every new student of John Hay High, Cleveland, Ohio, takes the school citizenship test within the first six weeks of the semester. This test is planned by the Director of the Student Council, who also sees that all the necessary information is available so that no one who is interested need fail.

The outline of study for the test follows:

I. Names

1. You should know the names of the principal, the assistant principals, the faculty members in charge of the Annex, the vocational director, and the homeroom advisers.

of the day?

2. You need also to learn the names of certain student leaders such as the Student City Manager, the members of his cabinet, officers of the Student Council, the editor of *The Ledger*, the president of the Lovejoys, and the head of the corridor guards organization.

II. Rules

You should be able to answer these questions:

1. What is our general traffic rule?
2. What is the rule for stairway traffic?
3. Where do you report for a tardy permit if you are late during the first four periods of the day?
4. Where do you report for a tardy permit if you are late for any period after the fourth?
5. What procedure do you follow if you know ahead of time that you will wish to be excused early?

6. What are our lunchroom rules?
7. Where do you spend half of your lunch period in case you do not go to the movies?
8. How could you get permission to go home for lunch?
9. What are our auditorium rules?
10. What rules should you observe in all study halls?
11. If you are not due for class until the second hour, but reach the building ahead of time, where do you wait?
12. Does the foregoing rule apply to all other periods?
13. How do you obtain a permit to leave school if you become ill during the day?
14. Where can you get permission to use the public telephone?
15. When and where do you buy tickets for the noon movies?
16. Who could give you permission to change your program—to drop a subject or add one?
17. Who will advise you on all questions relating to your program?

III. Odds and Ends

1. Where is the Lost and Found Service?
2. Who nominates a Student City Manager? Who passes on the nominees? Who finally elects him?
3. What is the chief work of the corridor guards?
4. What is the work of the Lovejoys?
5. What are the names of the standing committees of the Student Council?

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INTRAMURAL ATHLETIC PROGRAM

The Intramural Athletic program at Galesburg, Illinois, Senior High is primarily recreational. It attempts to provide both boys and girls with the opportunity of participating in activities that are satisfying and contribute to the individual's welfare as well as the welfare of society. The program is an integral part of school life.

Galesburg High School does have an extensive interscholastic sports program but, nevertheless, there are a large number of boys who are not good enough to make the various athletic squads. The Intramural program is open to all boys regardless of athletic ability and scholastic achievements. Co-recreational activities have been made available for as many high school youth as possible. Such experiences make for a more worthy use of leisure time and a more satisfactory boy-girl relationship.

The entire program is organized and managed with the help of the students so that they will benefit physically and socially. The principle—"Adult supervision but student management"—has been practiced throughout the entire calendar of Intramural sports.

It is the purpose to make the Intramural program so interesting that every student will want to take part in some activity. Ribbons are awarded to winners in the various types of competition, and recognition is given those who establish new intramural records in various sports.

The Intramural Athletic and Recreation program tries to take care of individual differences and needs by sponsoring many types of both individual and group athletic activities. This past year thirty-one intramural sport events were offered to the students of our high school. Twenty intramural sports were held right after school from 4 to 6 o'clock; 8 in the evening from 7 to 9; two from 5:30 to 7:00; and one during class time. Below is a list of the intramural sports and the type of competition which was carried out in Galesburg Senior High School during the year of 1947-1948:

FALL SEASON

Golf
Horseshoe Pitching
(Singles)
Horseshoe Pitching
(Doubles)
Boys' Ping Pong
(Singles)
Boys' Ping Pong
(Doubles)
Co-Recreational Ping

Pong (Doubles)
Soccer-Football
Boys' Archery
Co-Recreational Archery
Boys' Badminton
(Doubles)
Boys' Badminton
(Singles)
Co-Recreational Badminton (Doubles)

Boys' Volleyball
Co-Recreational Volleyball

WINTER SEASON

Wrestling
Sophomore Basketball
Junior Basketball
Senior Basketball
All-School Basketball
Free-Throwing
Boys' Recreational
Swimming
Boys' Bowling
Co-Recreational Bowling

SPRING SEASON

Water Polo
Handball (Singles)
Handball (Doubles)
Decathlon
Softball
Track
Co-Recreational Tennis

TYPE OF

COMPETITION

Consolation Tournament
Straight Elimination
Tournament
Straight Elimination
Tournament
Straight Elimination
Tournament
Consolation Tournament

Consolation Tournament
Double Round Robin
Ringer Tournament
Ringer Tournament
Consolation Tournament
Straight Elimination
Tournament
Single Round Robin
Double Round Robin
Double Round Robin
Straight Elimination
Tournament
Ringer Tournament
No Competition
Interclass Meet
Single Round Robin
Single Round Robin
Single Round Robin
Consolation Tournament
Double Elimination
Tournament
Individual Championships
Double Round Robin
Interclass Meet
Consolation Tournament

This past year, out of some 500 boys in the high school, 381 or 74 percent, actually participated in the intramural program. Response from all the student body has been gratifying. The program was effective and we regard it as an indispensable part of the training and experience provided our young people.—CHARLES J. BEDNAR, Director of Intramural Program, Galesburg Senior High School, Galesburg, Illinois.

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HOW WE DO ITEMS IN BRIEF

Students of Bala-Cynwyd Junior High, Ardmore, Pa., are encouraged to engage in many hobbies. In the spring, the school is the scene of an elaborate and extensive exhibit showing the many varied hobbies of the groups. The accent is on contribution rather than competition, although entries are classified, and, a first, second, and third recognition award is made in each division.

One of the biggest events at Woodrow Wilson High, Washington, D. C., is the annual country fair in March. The fair originated in 1943 and has been held every year since then on a date near St. Patrick's Day; shamrocks are sold which permit students to dance to the music of the school orchestra. Purpose of the fair is to raise money for student activities. Part of the money has gone to support the school's adopted war orphans.

At United Township High, East Moline, Ill., the vocational machine shop has worked out a plan whereby leadership is promoted among the boys. The plan is to organize the shops in the way the factories in the community are operated. Shop foremen are appointed to direct student groups. They are given responsibility

ty and authority and acquire skill in serving as leaders.

The Student Council of Mackenzie High, Detroit, Michigan, recently expressed dissatisfaction with the citizenship marks by homeroom teachers. They stated that, since there was no uniform basis for determining these marks, there was a wide discrepancy in the method of grading. A committee drew up a plan that was approved by the principal and faculty.

Assembly Programs for February (Continued from page 164)

action, or melody.

Perhaps the following resume will illustrate more thoroughly how the theme may be applied to a student planned, student directed, and student participation production.

As the curtains parted for the first scene, auditorium lights were turned out and dim red lights vaguely showed the outline of colored

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people grouped about the stage. A weird drum beat, coming from a drummer placed in the midst of the centrally located group stirred a young negro woman into a voodoo dance, soon accompanied by a lad in tattered clothing. Abruptly the beat ends, the dancers drop to the floor.

Mystically a piano backstage immediately starts the melodious strains of "Summertime." The group hums; slowly the clear voice of a girl sings the verse. Suddenly a small pickaninny jumps up and to the same song does a clever ballet.

The second scene opens with a colored girl crossing the stage and questioning the group. Then as the melody to "The Man I Love" begins on the piano, she "talks to music," making the scene definitely unusual.

Another pickaninny picks up the tune of "Dark Town Strutter's Ball," and does an amusing dance.

Quickly changing the setting, the stage holds only a piano and a trap set for the third scene. Musicians, dressed appropriately in "black-face", take their place. In lively tempo, "Boogie Woogie" with true Harlem style echoes through the auditorium.

The fourth scene requires a new background, so to unite the program and fill the space with entertainment, the curtains are closed and a young negro trumpet player struts before them with the spotlight on him. Stopping at the center of the stage, he immediately begins to play a blues number.

As the piece ended, instantly the curtain opened and a pantomime skit was presented. Named "Miss Personality," the act involved colored people in many situations. Many of the situations were amusing, but the negro dialect, dances, and folk songs made the act very interesting. The purpose of the act was to give a true picture of the negro personality.

The final scene on the program included the entire cast humming the melody of "I've Got Plenty of Nothing" as an unnoticed lad, who ascends the platform placed in the center of the stage, begins the lyrics in a majestic manner. A tap dancer gaily illustrates the words with motions.

Boxing as a Scholastic Activity (Continued from page 159)

ducted highly successful boxing programs on an intercollegiate basis for 12 years. Mr. Sirutis reports that the only injuries suffered by his boys during that time were the usual minor bruises.

Unquestionably there is a slight element of danger attached to the sport of boxing. However, the danger is less than in most other body contact sports. If the physical educator justifies body contact sports to any degree, then he must justify boxing to the same extent.

In spite of the recognition given to the place of boxing, many athletic directors have been eliminating boxing from their programs. To one who is familiar with the activity, the reluctance on the part of these directors to sponsor boxing programs is easily understood. There is no other field of athletics that our trained physical educators know so little about—in which the lack of trained personnel is so great.

A physical director would not consider assigning a teacher to coach football or basketball who has not participated in the activity himself. They must be very careful to do the same for boxing. A most difficult and important responsibility of an administrator is to select a well qualified boxing coach. This is where the problem lies. Men who have the proper boxing background rarely have the educational requirements necessary to teach, and those men who are qualified to teach rarely have enough experience in boxing to conduct a successful program.

The leaders in the field of Physical Education should give recognition to the place of boxing in the curriculum, and demand that our teacher-training institutions turn out men fully qualified to carry on a program that will thus help to achieve the aims of education.

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Comedy Cues

Three slightly deaf men were motoring from London in an old noisy car, and hearing was difficult. As they were nearing the city, one asked, "Is this Wembley?"

"No," replied the second, "this is Thursday."

"So am I," replied the third. "Let's stop and have tea."

Once upon a time three bears were walking in the desert.

Papa Bear sat on a cactus and said, "Ouch!"

Mama Bear did likewise and said, "Oh!"

Baby Bear sat on a cactus and said nothing. Just sat.

Mama Bear turned to Papa Bear and said, "Gosh, I hope we're not raising one of those Dead End Kids."—*North Carolina Education*.

CHANCE LEARNING

Teacher: "When was Rome built?"

Johnnie: "In the night."

Teacher: "Where did you learn that?"

Johnnie: "Well, you said: 'Rome wasn't built in a day.'"—*Selected*.

MIGHT BE THAT

From a school boy's essay: "A semicolon is a period sitting on top of a comma. Some think that the first time a semicolon was used was when some man did not know whether to use a comma or a period, so he used both of them together."—*Michigan Education Journal*.

MUTUAL

It was Timothy's first day at school. He walked up to the teacher's desk and announced, "I ain't got no pencil!"

Shocked at his expression, the teacher exclaimed, "Oh Timothy, I have no pencil!"

A sympathetic look crossed the small boy's face and he replied, "You ain't neither? Well, we're both in the same fix."

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